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ABSTRACT

As a practicum project, a developmentally appropriate training model was designed and implemented in a day care facility with 6 staff members, serving 40 children. Following documentation of the problem areas that inhibited application of developmentally appropriate practices in the particular day care setting, appropriate actions were implemented. The investigator modeled developmentally appropriate practices, provided teachers with constructive criticism, noted the use of developmentally appropriate practices, and conducted workshops. At the end of the program, adherence of the agency and its staff members to developmentally appropriate practices rose from a pre-intervention rate of 52 percent to a post-intervention rate of 88 percent. The outcomes of the project suggest that with appropriate training, commitment, and resources, a child care agency can be transformed from one which merely monitors or baby-sits children to one that recognizes the child as an individual. (Fifteen appendices include a copy of the calendar plan for implementation activities, budget drafts, the training schedule, a list of the characteristics of a developmentally based early childhood program, as well as questionnaires and assessment forms, and an outline used for the child development training/workshop. Contains 13 references.) (AA)

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Design and Implementation of a Developmentally Appropriate Training Model in a Day Care Facility

by

Renee T. Lange

Cohort 67

A Practicum Report Presented to the
Master's Program in Child Care, Youth Care, and Family Support
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA SOUTHEASTERN UNIVERSITY

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where is has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

4 October 1995 Renee J Bourque

Date Signature of Student

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CHAPTER I. INTRODUCTION AND BACKGROUND-

The practicum project day care organization was founded by its owner/director in October of 1991. It is a private, for profit, single ownership organization. Weekly full-time rates range from $80.00 - $115.00 per child. The owner noted that they had just recently reached the break-even point. Additionally, she commented that staff turn-over and quality were primary concerns with regard to the organization's effectiveness, and ultimately, its success.

THE SETTING IN WHICH THE PROBLEM OCCURRED

The practicum project setting encompassed a small local day care center which served an average of 40 children daily. The facility had three activity rooms, an eating area, one rest room for the boys, another for the girls and a reception area. The director stated that the inside of the facility measured approximately 4,048 square feet. This center had a small playground which was split in two by a chain link fence. The total playground area, as noted by the director, measured approximately 7,000 square feet. The facility is located in a corporate plaza close to an Air Force base and is surrounded by several low-income neighborhoods. The population served by this organization was primarily made up of low-income working families, single parents and Air Force personnel.

Each of the activity rooms was intended for use by a specific age group. Room one was for children ages three and one half to seven years, room two was for children two to three and one half years and room three was for

children six weeks to two years of age. The assistant director reported, prior to implementation, that there were typically 23 children in room one with a maintained ratio of one staff member per 12 children (1:12), 14 children in room two with a maintained ratio of one staff member per 12 children (1:12), and five children in room three with a maintained ratio of one staff member per four children (1:4).

The organization employed a total of six staff members. Prior to intervention, staff served in a wide variety of capacities. They acted as primary caregiver, receptionist, maintenance personnel and cook. The range of early childhood educational background and experience was noted to be vast amongst the staff members. The following is a brief profile of the staff members employed by this center.

- A. Director- Age 33, Master's degree in Education, 13 years experience in early childhood programs.

-B. Assistant Director- Age 20, nine units in Early Childhood Education, five months experience in early childhood programs.

-C. Caregiver- Age 64, Bachelor of Science in Elementary Education, 25 years experience working with children.

-D. Caregiver- Age 30, 30 units in Early Childhood Education, six years experience working with young children.

-E. Caregiver- Age 36, Associates degree in Early Childhood Education, three months experience working in early childhood programs.

-F. Aide- Age 23, high school education, three years experience working in early childhood programs.

THE STUDENT'S ROLE IN THE SETTING-

As the practicum project student, I provided intervention for this center as an outside consultant. I went into the facility at least two times per week for several hours at a time. During that time my plan was to provide staff development workshops regarding developmentally appropriate practices, programming, appropriate preparation of the environment in which the programming occurs, and to model developmentally appropriate practices. My extensive experience as a professor of child development and as a teacher of children birth through adolescense, along with my graduate level education in developmentally appropriate practices and programming all enabled me to serve as an effective problem solver for this particular center.

As an outsider, I expected to first earn the trust of the owner/director and staff members prior to attempting to make any changes. Initial indications suggested that the staff members and caregivers were extremely receptive to new ideas. The owner/director had expressed interest in being able to assist in furthering my education. I anticipated the major obstacle to be in my approach. I knew it would be necessary for me to be perceived as someone who was there to help and to be helped (in writing my report) rather than as an intruder with criticisms. It was my belief that I would

successfully establish the kind of rapport with the staff which would afford me the latitude necessary for a great degree of control in my intervention strategy.

CHAPTER II. THE PROBLEM-

PROBLEM STATEMENT-

The day care program in this practicum setting was not developmentally appropriate. The children in attendance likely gained little via the system used for care prior to the intervention period. They were missing educational experiences which could have easily been facilitated through prepared play activities. Prior to the implementation, the caregivers seemed to be merely baby-sitting the children. Much staff development/training was needed with regard to what developmentally appropriate practices are, the importance of implementing developmentally appropriate practices, and how to program for and execute those practices.

A developmentally appropriate program is one which incorporates the knowledge of child development as well as the individual child into every facet of its existence. It is a program which considers age appropriateness and individual appropriateness when planning curriculum, preparing environment and when building the relationships which are fostered within that program. The following is an excellent example statement made by the National Association for the Education of Young Children (NAEYC) (1986), regarding the approach used in programs which are found to be developmentally appropriate.

> Teachers...use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths,

interests, and experiences to design the most appropriate learning environment. (p. 6)

DOCUMENTATION OF THE PROBLEM-

While at the center, as an objective outsider looking in, I noted several instances where staff were not taking advantage of developmentally appropriate teachable moments. To its extreme, I also noted that some of the staff's deliberate actions were not only indifferent, but counter productive to a developmentally appropriate curriculum or program. I noticed children wandering around with nothing to do, others seeking assistance from staff members who were talking amongst themselves. Art work was teacher-made and hung at a level too high for the children to see. Children roamed into unsupervised areas without an adult. The front reception desk was unmanned when I arrived, enabling me to walk right into any one of the activity rooms. Fifteen children from ages two to seven were in one room with one caregiver. The few toys available were thrown into a toy-chest, outside play equipment was too high with inappropriately spaced bars and the room where the large group of children were seemed to be crowded. The entire center smelled of urine, there were no children on the outside play equipment, all art equipment was locked in a teacher closet and there were no props for dramatic play. Some children were coloring in coloring books with crayons which were too short and difficult to grip; there were no provisions for music and movement, no record player, tapes, scarves, etc. and the available books were old and many had

missing pages to name but a few of the developmentally inappropriate practices I observed.

The obstacles children face due to long term attendance at a day care center which is not developmentally appropriate, whether it be one which is too academically structured, or one which has no structure at all, are vast. The importance of a developmentally appropriate program has been widely documented. Catron and Allen (1993) stated

> When early childhood programs fail to base curricular activities on an understanding about how young children learn and develop and instead emphasize formal instruction and academic skills at an early age, the result can be children who feel overly regimented and pressured to succeed rather than children who develop a sense of excitement and enthusiasm for learning. (p. 138)

Additionally, Eliason & Jenkins (1994) noted "Children who are pushed too fast, too far, too soon lose interest in learning, experience failure, are unable to think for themselves, cannot deal with stress, and often find it difficult to relate to peers" (p. 17).

As a counter to those centers with no recognizable structure on the other end of the spectrum, Bredekamp & Rosegrant (1992) suggested that

> Teachers assist children to make their efforts easier, more meaningful, less stressful, and more successful because high rates of success are related to high rates of persistence. Teachers do not allow children to lose a sense of competence but are not overly prescriptive and do not act as the primary agent in activities. (p. 83)

ANALYSIS OF THE PROBLEM-

In order to develop an appropriate solution strategy for this practicum project, it was necessary for me to identify and analyze those factors which contributed to the perpetual use of practices that were developmentally inappropriate in this day care setting.

I had found that many interrelated factors accounted for the presence of the described problem in this particular practicum setting. Ten indicated factors follow:

1. The first factor which contributed to the problem was that the staff, as a whole, had a limited knowledge of child development. One must have accurate and thorough knowledge of child development in order to effectively apply it when developing an appropriate curriculum. Bredekamp, as cited by Catron & Allen (1993) stated

> Although the quality of an early childhood program may be affected by many factors, a major determinant of program quality is the extent to which knowledge of child development is applied in program practices - the degree to which the program is developmentally appropriate. (p. 5)

2. The second contributing factor was that the staff were unaware of what developmentally appropriate practices are and the importance of implementing them in their program. It stands to reason that without the tools, this staff was unable to build. A comprehensive training program was imperative in order to counter this factor. As indicated by Eliason & Jenkins, staff members of this organization needed to be aware that

> Developmentally appropriate teaching means that we approach children from where they are and not from where we think they ought to be (Weikart, 1986). Teachers must understand the developmental needs and characteristics of each age group as well as each individual child. Learning activities and goals must match children's development and provide adequate time for exploring during the various stages of learning. (p. 17)

3. A third factor was that a systematic, structured training program was non-existent, much less the existence of any evidence of a deliberate effort to disburse information regarding the implementation of developmentally appropriate practices. One of the standards NAEYC (1991) expects to see met in a program of quality is stated as criteria D-4, and reads "The program provides regular training opportunities for staff to improve skills in working with children and families and expects staff to participate in staff development" (p. 33). Furthermore, they stated, "Even programs with highly qualified staff members need to provide regular in-service training to ensure that staff members obtain current knowledge and new ideas" (p. 33). Information and training at the practicum project center occurred only through word of mouth on a one-on-one informal basis and took place during the hours staff members were responsible for children. While many of the staff members have had formal academic training regarding early childhood, there was a severe discrepancy in the actual implementation of that knowledge. Eliason & Jenkins (1994) stated "Early childhood

educators must be *learners* who are willing to continually study, grow, and change. They must be able to think and solve problems" (p. 15).

4. A fourth factor was that there was a general acceptance of and adherence to what I call "the baby-sitting approach". Staff members did not interact with the children and they did not facilitate their growth through any apparent conscious effort. Children were left bored, frustrated and unchallenged. Bredekamp & Rosegrant (1992) indicated that in a developmentally appropriate classroom, "The teacher coordinates and facilitates numerous activities: she moves around the environment to ensure appropriate use of materials and objects, monitors social and cognitive needs of children, assists when needed and encourages children's efforts" (p. 83).

5. A fifth and certainly critical factor was that an inadequate dollar amount was put back into the program to effectively facilitate a developmentally appropriate environment. Up until the point just prior to implementation, the owner/director indicated that very little money had gone back into the center for materials, equipment, training, personnel, and maintenance. Again, this center had just recently begun operating at the break-even point. The items mentioned above were desperately needed but would not and could not be purchased without the owner making other sacrifices. Securing these items is imperative from the standpoint of the center being one which is developmentally appropriate or one which is not. With regard to materials and equipment, NAEYC (1991), suggested that in order for a

center to become accredited, it expects, in part, that "Developmentally appropriate materials and equipment are available to infants, toddlers, preschoolers, and school-age children. Materials and equipment that project heterogeneous racial, sexual, and age attributes are selected and used" (p. 22). In addition, they stated, "All age groups need active play equipment, materials that stimulate the senses, construction materials, manipulative toys, dramatic play equipment, art materials, and books and records" (p. 45). The practicum project center had few developmentally appropriate materials and equipment.

6. The sixth factor was the natural resistance to move from the familiar and comfortable teacher-directed curriculum to one which is child-centered. Both the director and one caregiver, the two senior individuals in this center, have worked in the traditional school system. During that time, rote memorization, skill-based activity sheets and drills were common and accepted practices. Little thought was given to the individual child's developmental level or to practices which would be developmentally appropriate and would aid in meeting his or her needs.

The other staff members look up to these senior individuals. They emulated the teaching style they saw used by what they characterized as the "more experienced" staff members. Wortham (1994) stated,

> When academic reform policies reached the early childhood classrooms, the developmental nature of young children's learning came into conflict with practices that were being initiated as part of educational reform. These practices are inappropriate when

applied to children in the early childhood years. (p. 41)

Furthermore, Eliason & Jenkins (1994) stated "Generally *how* we teach influences success or failure more than *what* we teach. Curriculum content, strategies, or teaching methods that put too much emphasis on intellectual achievement can misuse these early years (Connell, 1987; Elkind, 1987)" (p. 17). It is easy to see the importance of the effort put forth in helping these caregivers to move from the comfortable, teacher-directed curriculum to one which is child-centered, child-initiated, and developmentally appropriate.

7. The seventh factor which contributed to the problem is that a lack of paid time for appropriate preparation, planning and scheduling was present. In the practicum project center, there was no structured time scheduled which allowed for preparation or planning. Prior to implementation, these took place during class time while the caregiver was responsible for children, at home on the staff members "off" time, or they were not being accomplished at all. Wortham (1994) stated

> The task of developing quality programs for young children is complex. The teacher not only must plan the program for all types of children but must also understand the contributions of various types of early childhood settings, the contributions of research to the development of quality program models, and the relationships between theory and practice in program planning. (p. 21)

Additionally, Eliason & Jenkins (1994) said "Teaching young children requires much preparation. The day must be planned and organized

before the children arrive" (p. 62). The importance of structured preparation and planning time was evidenced through both the literature as well as in the practicum project setting prior to implementation. However, it was obvious that something was missing just by observing the practicum setting alone.

8. The eighth contributing factor was the fact that the staff members were unaware of the importance of and how to use play in order to foster cognitive, social-emotional and physical growth. Play is often referred to as "child's work" and caregivers need to understand its importance in order to successfully weave it into the curriculum and prepare the child's environment. Eliason & Jenkins (1994) said

> Good play experiences unite all aspects of development, reaping social, emotional, physical, intellectual, moral, and creative benefits for young children. Good play strengthens skills and deepens understanding of concepts. It gives children opportunities to explore, experiment, create, and imagine (National Association for Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education, 1991). (p. 26)

Play in a prepared environment, with essential materials, an adequate block of time, and an experienced facilitator allows children to become problem solvers through experimentation, to discover their ideas and feelings, to develop large and small muscle skills, and to become social

human beings. Teaching children through play activities is a characteristic of a developmentally appropriate program.

Bredekamp & Rosegrant (1992) stated "The various kinds of play by young children are effective vehicles for promoting learning. Children's spontaneous play provides opportunities for exploration, experimentation, and manipulation and are essential for constructing knowledge" (p. 16).

9. A ninth factor was that the staff conducted neither formal nor informal evaluations of any type on the children; nor did they see the need to. In order to successfully develop a curriculum which is developmentally appropriate for each child in one's charge, it is necessary to do both formal and informal evaluations for each of those children. An assessment of each child can let you, as a caregiver, know where that child is at, what his strengths and weaknesses are and will allow the caregiver to build from there. Feinburg & Mindess (1994) stated

> If instruction is to be individualized and at the same time take place in a group setting, the teacher needs to observe the children carefully and systematically. Developmental classrooms recognize that children differ in their rate of learning, temperament, learning style, interests, and cultural background. Some children have identified talents or special needs. These qualities are important aspects of the child. The teacher finds out about each child's unique qualities through careful observation and systematic recordkeeping. The information that is gathered becomes a key component in program planning. (pp. 11 - 12)

Additionally, Feinburg & Mindess (1994) stated that in the ideal classroom we see teachers who

> ... are critical observers of child and group progress. They use a range of strategies to collect, record, and assess children's progress, and they base instructional activities on this information. Teachers are aware of fundamental issues, such as children's strengths and weaknesses, special interests, levels of concentration, interest spans, and peer relationships. Teachers recognize that all these considerations are crucial for evaluating children's strengths and weaknesses, as well as for designing learning experiences. (p. 150)

This helps us to understand the importance of evaluation and take it a step further. We should be using the information derived from our evaluations to guide us in setting curriculum related goals and objectives for each individual child.

10. The tenth factor which contributed to this centers problem is that staff were not encouraged to set goals (nor objectives to meet those goals) for each child. Catron and Allen (1993) stated "The results of the developmental assessments are a valuable tool in curriculum planning. Through the identification of the child's developmental milestones, goals can be set to enhance the next stage of development" (p. 128). Setting goals, and then objectives to meet those goals for each individual child is the first step toward a developmentally appropriate program.

In reference to goals, Bredekamp & Rosegrant (1992) said they "... should address all domains- emotional, social, cognitive, and physical- and should attend to the development of desirable attitudes and dispositions, skills and processes, knowledge and understanding" (p. 18). Appropriately written and accurately implemented goals and objectives are paramount to the success of the individual child.

Catron & Allen (1993) stated "Using children's objectives when writing activity plans and selecting materials and equipment for the classroom links the objectives to the curriculum and creates a meaningful basis for individualized teaching" (p. 129). We can clearly see the importance in the relationship of individual assessment and the development and implementation of goals and objectives to a developmentally appropriate program.

In light of this analysis, the following steps appeared useful to addressing the problem of the developmentally inappropriate program in this practicum project setting.

1. Implementation of a comprehensive, structured, systematic training program which addresses and includes information regarding:

    a. child development,

    b. developmentally appropriate practices and their implementation,

    c. curriculum and lesson planning,

    d. the importance of play and the caregivers role as its facilitator, and

    e. appropriate assessment and successful integration of those results into the daily curriculum.

2. A revision of the budget in order to better use profit as a reinvestment within the organization. Reinvestment considerations should include the following areas:

   a. materials,
   b. equipment,
   c. maintenance,
   d. supplies,
   e. training, and
   f. staff planning and programming time.

3. Implementation of developmentally appropriate practices as taught and modeled by the practicum project student.

CHAPTER III. GOALS AND OBJECTIVES-

Prior to implementation, it had been established that the daily practices occurring at the practicum project day care center were developmentally inappropriate. It had also been established that the staff members were not yet properly equipped with the necessary tools in order to ameliorate this problem. Three goals and eight objectives were addressed in an attempt to transform this organization into one which programs for and implements developmentally appropriate practices. The following are the goals and objectives which were written for use during the implementation phase of this project.

GOAL I: To revise the budget in order to better reinvest the profit.

OBJECTIVE I: By the end of the fifth week in the implementation period, the director will have drafted a revised budget which will plan for a 5% profit that can be reinvested in order for the center to adhere to practices which are developmentally appropriate.

OBJECTIVE II: By the end of the seventh week in the implementation period, the director will have drafted an appropriate outline, with a minimum of 10 suggestions, regarding how the 5% profit will be spent in order to adhere to practices which are developmentally appropriate according to the professional literature.

OBJECTIVE III: By the end of the 10-week implementation period, the director will have drafted a five-year plan which will include strategies for increasing, by at least 3% annually, the dollar amount to be reinvested.

The plan will also outline how that money will be used for long term purchases of developmentally appropriate equipment, materials, and supplies; upkeep and maintenance of the building; and for long range training programs.

GOAL II: To implement an effective, comprehensive, structured, systematic training program regarding developmentally appropriate practices in the practicum project setting.

OBJECTIVE I: The staff's knowledge of developmentally appropriate practices will increase by at least 20% from week one to week 10 of the implementation period, as measured by pretests and posttests administered to them by the practicum project student.

OBJECTIVE II: By the middle of week one in the implementation period, the practicum student, along with the director, will devise a training schedule which outlines the time, date and topic for five workshops. Achievement of the objective will be indicated by a completed training schedule.

OBJECTIVE III: 80% of the staff will attend the series of five, two-hour workshops regarding developmentally appropriate practices. Achievement of the objective will be indicated by completed attendance forms.

GOAL III: To implement a developmentally appropriate program.

OBJECTIVE I: Program adherence to developmentally appropriate practices will increase by at least 20% from week one to week 10 of the

implementation period as measured by a comparison of pretests and posttests administered to the staff by the practicum student.

OBJECTIVE II: Throughout the 10-week implementation period, the practicum student will visit the center at least two times per week, for at least two hours at a time, in order to model developmentally appropriate practices. The student will also provide on-the-spot constructive criticism and suggest strategies to those staff members with which she is working. Modeling and verbal training will assist in increasing developmentally appropriate behavior from the staff by approximately 2% during subsequent Thursday visits. This will be evidenced through continuous observation and approximation by the practicum student as noted on written log.

It is expected that active implementation of the above stated objectives will aid in a successful outcome where set goals will have been realized.

CHAPTER IV. SOLUTION STRATEGY-

REVIEW OF EXISTING PROGRAMS, MODELS, AND APPROACHES-

As gleaned from the literature, there are many programs, models, and approaches being used for working with young children today. Programs and their curriculum span the gamut from highly structured and teacher-directed, to completely unstructured and totally child-initiated. The implementation plan for this practicum setting sought to incorporate the quality characteristics, which are found in that gamut, into the final curriculum designed for this organization.

Many classrooms today take an academic approach in working with children. Wortham (1994) stated "The academic classroom is likely to have teacher-directed instruction, workbooks, and drill exercises, and the student makes few choices for activities or experiences" (p. 44). Additionally, Katz (1988), as noted by Wortham (1994), stated "...early introduction to academic work can be counterproductive because it affects the child's disposition to be a learner....the disposition for learning can be damaged by inappropriate teaching in the early years" (p. 44). I have found these two statements to be all too true. Children who are challenged academically to the point where they become "stressed-out" frequently "shut down". It seems that nothing, at that point, was interesting enough for them to put any amount of effort into acquiring. Elkind(1987), as noted by Eliason & Jenkins (1994)

> ...believes that the national trend toward pushing young children to achieve academically has led to using inappropriate teaching

> methods and developing unreasonable expectations for kindergarten and prekindergarten children. The end result has been that many of these children are pressured with too much, too soon, too fast, and they face stress and burnout early in their lives. (p.17)

The problem with an academic curriculum or program is that it is generally a fixed structure in which the child must fit and it incorporates predetermined skills which must be mastered on predetermined schedules.

At the other end of the spectrum is the program which lacks any type of structure at all. This is the program where the children are basically left to fend for themselves and staff-child interaction is virtually non-existent. Organizations which practice the "baby-sitting" approach are also those which do not make a conscious effort to prepare the environment or plan for appropriate activities within a guided curriculum. Based on my personal observation, children in facilities such as this take very little from their experience in that particular setting. They, in fact, are likely to suffer greatly. I have found, through our conversations, the same impressions to be noted by my colleagues over the years. The literature is also replete with information backing up this premise. Harris (1993) stated "Stimulation is an essential feature of play. It is not enough to place a mobile over a child's crib or toys in the playpen. Optimally, physical, social, and cognitive growth through play involves interpersonal contact" (p. 246). This thought is also true with older children. It is important for us to interact in, stimulate, challenge, plan for, prepare, and extend children's experiences in order for them to make significant developmental gains.

The unique experience of having been both an elementary school and early childhood day care teacher has given me in-depth knowledge regarding the contrasting curriculums used with children in the early childhood years. This experience has also caused me to develop a strong opinion regarding which curriculum approach is generally most successful in teaching young children for the long run.

The developmental approach to curriculum planning is widely tested and is becoming widely accepted among early childhood program organizations. Wortham (1994) stated

> ...the developmental approach is based on the belief that learning is initiated by the child, not the teacher. The child is viewed as having developing mental abilities and learns through creative activity. The developing child creates and recreates knowledge as a result of experiences with the environment. The teacher facilitates learning by providing materials and activities that match the child's development, but the child as active learner acquires the knowledge through the interaction with his experiences, with other children, and with relevant materials. (p. 44)

The developmentally appropriate curriculum or program is one which is molded around the individual child. The child is able to move at his own pace while exploring areas which interest him. A developmentally appropriate curriculum does not necessarily exclude academic work but rather incorporates the academics through prepared play activities. For example, children learn measurement while playing in the water table where an array of measuring devices have been added. Just to keep it

interesting, bubbles, food coloring and a manual egg beater may also be added.

There are many program models today which were designed with a philosophy either closely related to one mentioned above or designed with a mixture of characteristics based on several theories. Many of today's programs are developed with their foundation formed on theories of Piaget, Freud, and Erikson. I will touch on some of the more popular models we see practiced today.

The Bank Street Model is one which provides age-appropriate materials for the children. It also incorporates goals that are used at all levels and for children of all ages. Teachers using this approach model skills and often make their own materials. The approach focuses on the emotional environment as a supportive climate for children's development and learning. It is my opinion that this approach in conjunction with one which focuses on cognitive development through developmentally appropriate practices would be more comprehensive and useful to the child. As it is presently designed, it does not seem to address all significant domains important to the growth of the individual child.

Another common approach seen today is the Montessori Method. The Montessori Method has been criticized for not truly being developmentally appropriate. While it is true that the activities and manipulatives selected by the teachers are done so with developmental stages and levels in mind, they are so highly structured and prescribed that little room is left for exploration. The Montessori approach concentrates on development of the child's personality and cognitive abilities. The environment is teacher-

prepared and children generally work alone on individual activities. Most activities are self-correcting thereby allowing the child to determine his own success based on the finished product. This feature also allows him to re-evaluate and re-manipulate his project until he is satisfied with the outcome.

Another popular model today is the High/Scope Curriculum. The High/Scope Curriculum focuses on the child as both an active learner and active planner within the classroom. The teacher in this model prepares the classroom and arranges a schedule which allows the children to plan activities, actively experience their plans, and finally evaluate and review those plans and activities. This model is based on Piaget's theory that the child is an active creator and constructor of knowledge. A great deal of skill in engaging children in cognitive activity is required of these teachers. Extensive staff training and continuous parental involvement are also imperative components to the success of this approach.

A fourth approach is based on the Creative Play Curriculum. This curriculum, like the High/Scope is based on the Piagetian theory of child development. It focuses on encouraging and supporting children's play in order to increase development in six domains: personal awareness, emotional well-being, cognition, communication, socialization, and perceptual motor. The force behind this approach is that it recognizes the importance of the development of creativity in individuals and how that development is related to other developmental areas. The teacher in this model is responsible for being knowledgeable in child development as well as actively making herself aware of where each individual child is

functioning developmentally in each domain. The goal here is to build skills beginning at the level of the individual child through prepared play activities and materials which encourage creativity and exploration. Feinburg & Mindess (1994) stated

> Duckworth suggests that the ideas that children come up with when they are at work and play- the questions they ask, the creations that they construct, the problems that they pose for themselves- are the crucial basis on which children construct knowledge....
>
> Developmental education by its very nature demands that we value and facilitate the child's creative impulses, for creativity is one of our most powerful learning instruments. (p. 194)

Based on my experiences, the most successful child care organizations take an eclectic approach when adopting a curriculum. They select and modify elements of several curriculums in order to better meet the needs of their specific population and the individuals within it. What works with one child may not work with another. The common thread I have seen consistently woven in programs which are successful is that they have employed a developmentally appropriate curriculum which addresses, at least, the following three domains: cognitive, socio-emotional, and physical. Their curriculum is both age-appropriate as well as individually appropriate. It allows the child to be an active learner and incorporates the teacher/caregiver as a trained facilitator to that learning. Additionally, the successful curriculum provides a balance of active and passive activities and a wide variety of materials for differing levels of development in a

strategically arranged environment which is characterized by learning centers.

DESCRIPTION THE SOLUTION STRATEGY-

The solution strategy incorporated a comprehensive, structured, systematic training program which addressed and included information regarding child development, developmentally appropriate practices and their implementation, curriculum planning, the importance of play and the caregivers role as its facilitator, and appropriate assessment of children and successful integration of those results. A revision of the budget in order to better use profit for reinvestment towards developmentally appropriate practices within the organization was also expected to be conducted. Reinvestment considerations were to include materials, equipment, maintenance, supplies, training, and staff planning and programming time. Finally, implementation of developmentally appropriate practices as taught and modeled by the practicum project student was expected to occur.

In order for the practicum setting agency to provide a quality service which develops the cognitive, socio-emotional, and physical skills of the children it serves, it needed to move to a curriculum which is developmentally appropriate. In order for this to happen, the staff members of this agency required intensive training and the budget needed a revision in order to acquire the necessary materials and to provide for staff development and paid programming and preparation time. Finally, staff needed to be taught and shown how to implement their knowledge of child

development and developmentally appropriate practices (while incorporating appropriate materials) in the curriculum plan so that the program could meet its goal of being developmentally appropriate.

Since my solution strategy was based on my objectives and my objectives were built on my goals, I was confident that the solution strategy's ability to meet both those goals and objectives was great. The importance of appropriate staff training, the availability of appropriate materials and the accurate implementation of developmentally appropriate practices (all part of my solution strategy) are described throughout the professional literature as imperative to ensuring a successful, developmentally appropriate program (my goal).

In this particular case, the staff were open to new ideas and were looking forward to a training program. Since I was an outsider looking in, I posed no threat. I did not write their evaluations, I could not fire them, and I was not there to take their job. I was there only to help. They saw me as an individual with tools to share. I had also appealed to the group as a student. I had enlisted their assistance in completing my project and they felt good about being able to help me further my education. This organization had very little in the way of operating procedures, curriculum guide, and training programs. I went in with new, unfamiliar information as opposed to changing a system which had already been established and was comfortable. Additionally, this staff, for the most part, has at least some formal education in the area of early childhood. It was not expected to be too difficult to extend that information and eventually put it into practice.

Some of the very factors which could have assisted in facilitating the implementation of the solution strategy were those which could have also impeded it. Because I was an outsider, the staff could have begun to resent me. They could have felt that I was coming in with proposed changes that I personally do not have to live with. There was a chance they would not have confidence in my ability since they had not known me long enough in order for me to demonstrate my skills. Also, this staff may have been more comfortable with their current approach to care than they had realized. I brought in new and proven ideas which required hard work in order to successfully implement. There was the possibility that the staff would not be willing to put out the necessary effort required to ensure that their program is a developmentally appropriate one. The owner/director could have become offended by my suggested changes. To her, they could have implied that I think she has a lack of knowledge in operating a successful day care program which meets the needs of children. The possibility that I may cause feelings of resentment and consequently disdain was present. Additionally, it was entirely possible that the owner/director would not have agreed with my goals or the objectives I had set to meet them.

The solution strategy included monitoring tools which were used throughout the implementation period in order to detect any of the above mentioned possible impeding factors as well as those not anticipated. In case of the presence of an impeding obstacle, the provision plan would have been implemented. The provision plan for addressing unanticipated obstacles follows:

1. Evaluate the unanticipated obstacle. The following questions will be considered:

a. What is the significance of this obstacle?

b. What is the cause for this obstacle?

c. Can we easily address this obstacle?

d. What would happen if we ignored this obstacle?

e. Can we proceed successfully without addressing this obstacle?

f. How will this obstacle impact the final outcome of the practicum project?

2. Brainstorm for solutions with staff and owner/director.

a. List ideas and necessary steps which must be taken in an effort to find possible solutions for overcoming this obstacle.

b. Discuss any other avenues which might be taken and will yield the same results without running into this obstacle.

3. Prioritize and explore all other options listed in the brainstorming session.

a. Try all options out in practice.

b. If one is unsuccessful, try another.

c. If none are successful, go back to the drawing board and begin re-evaluating the original obstacle.

It was my firm belief that the above strategies which were proposed and developed following a critical review of literature, colleague suggestions, and personal observation of those strategies used in various child care

work settings, would aid in ensuring that the practicum project agency was capable of and would successfully program for and implement developmentally appropriate practices.

CHAPTER V. STRATEGY EMPLOYED - ACTION TAKEN AND RESULTS

The solution implementation went as planned, with no need for corrective action of any type. The activities undertaken by the practicum student during the ten-week implementation period of this project are included in this report (see Appendix A for complete calendar). As the designer and facilitator of this project, I assumed the role of an expert consultant in providing leadership to the practicum project agency. I was responsible for going into the facility at least two times per week for several hours at a time. During that time, I provided staff development workshops regarding developmentally appropriate practices and programming, and appropriate preparation of the environment in which programming occurs. I also modeled developmentally appropriate practices and provided on-site feedback. I was available to the director as an oversight person in her budget revision effort and I served as a facilitator for the drafting of any policy and procedure papers she wished to develop and implement. With regard to all pretest and posttest material and surveys, I was responsible for either the selection or development, the distribution, the training for appropriate use and the collection and tally of each. I was also available by telephone to answer any questions the staff had during the time I was not present at the center.

Successful completion of this practicum project relied almost completely on the cooperation of other individuals. The owner/director of the practicum project setting had admitted that the day care center she

operated prior to implementation was not the same one she had envisioned three and one half years ago when she first opened her doors. She said she was ready for a change and was willing to implement my suggestions for at least the 10-week implementation period. The director had agreed to alter staffing patterns, provide paid time for training, assist in devising a training program, provide paid planning and preparation time, draft a revised budget, draft an outline describing how profit will be spent in order to adhere to practices which are developmentally appropriate, and draft a five-year plan to increase annual reinvested profit. She had also agreed to allow me access to the classrooms in order to model developmentally appropriate practices and had given me permission to distribute handouts, questionnaires, pretests and posttests to staff members and/or parents. The staff had also agreed to a 10-week trial implementation period. Staff members had agreed to increase the number of hours they work; attend at least 80% of all training sessions; put 100% effort into completely filling out all questionnaires, pretests and posttests; and to make every effort to implement taught and modeled practices which are developmentally appropriate. Both the owner/director and the staff members lived up to their commitments.

The indicated expected outcome criteria was based on my personal experiences and observations. Goals and objectives were determined with the idea of success in mind. Specific goals and objectives were designed and implemented for the expressed purpose of ameliorating the use of practices which were developmentally inappropriate in this day care facility. In writing my proposal, it was my belief that each of the stated objectives,

and consequently goals, could be met in this practicum project setting. The intent of this chapter is to substantiate that all goals and objectives of the project were completed satisfactorily and that the results exceed the expectations of this writer.

Determination of whether or not all objectives listed under Goal I had been met relied solely on the completion of the stated workable drafts within the prescribed time frame by the owner/director. The drafts included a revised budget (see Appendix B for partial draft) by the end of the fifth week in the implementation period, an outline describing how the profit will be spent in order to adhere to practices which are developmentally appropriate (see Appendix C for partial draft) by the end of the seventh week in the implementation period and a five-year plan to increase the annual reinvested profit (see Appendix D for partial draft) by the end of the 10-week implementation period. Successful and timely completion of all stated drafts indicate the objectives were met.

Determination of whether or not the first objective listed under Goal II has been met is apparent through scores made on posttests as compared to those made on pretests (see Appendix E for complete test) developed by the practicum student based on guidelines for developmentally appropriate practices discussed in Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through Age 8, (Bredekamp, 1987). Pretests and posttests indicated the degree of knowledge each staff member possessed with regard to developmentally appropriate practices. An increase of at least 20% in scores from week one to week 10 of the implementation period indicates the objective was met.

The increase in scores for this agency was actually 30%. Scores improved from an average of 67% during week one to 97% during week 10.

Determination of whether or not the second objective listed under Goal II has been met is based solely on the completion of a training schedule (see Appendix F for complete schedule) (devised jointly by the director and practicum student) by the middle of week one in the implementation period. The training schedule outlined the time, date and topic for five workshops. Its successful completion indicates that this objective has been met.

Determination of whether or not the third objective listed under Goal II has been met is apparent in several different ways. The objective has been met, in part, since five workshops were held on developmentally appropriate practices, as measured by information taken from the minutes recorded at each meeting. The objective also required 80% staff attendance at these workshops. This part of the objective was also met as measured by a head count and staff sign-in sheet. Attendance ranged from 83% to 100% for each meeting.

Determination of whether or not the first objective listed under Goal III has been met is apparent through scores made on posttests, which were given at the end of the 10-week implementation period, as compared to pretests given during week one of the implementation period. Pretests and posttest entitled Characteristics of a Developmentally Based Early Childhood Program (Feinburg & Mindess, 1994, p. 363 - 382) (see Appendix G for partial checklist), measured the degree in which the program adhered to developmentally appropriate practices. An increase of at least 20% in scores from pretests to posttests indicate the objective was

met. The increase in scores for this agency was actually 36%. Scores improved from an average of 52% during week one to 88% during week 10.

Determination of whether or not the second objective listed under Goal III has been met was made, in part, through an analysis of the practicum student log. The log (see Appendix H for a sample excerpt) shows annotations of at least two visits per week, each being at least two hours in duration. The log also describes the scenarios in which the practicum student modeled developmentally appropriate practices during each visit. Additionally, the practicum student log indicates instances where constructive criticism was given with verbatim statements and a description of strategies which were suggested. A minimal increase of approximately 2% or more in using developmentally appropriate practices, by the staff as a whole, during subsequent Thursday visits, as evidenced by the practicum student log, indicates the objective has been met.

In an effort to monitor and effect the solution strategy, the following techniques, procedures, and/or actions were implemented:

- Posttests (see Appendix I for complete sample posttest) were given for each workshop to determine whether or not the information presented was understood. If it had been obvious that the staff as a whole seemed to not understand the concepts discussed in a particular workshop, that information was to be retaught using a different approach.
- Weekly appointments were scheduled and kept by the owner/director and myself in order to discuss progress made on budget revisions. By staying involved, I was able to offer assistance when needed and was able

to determine whether or not to implement the provision plan. Timely completion of each workable budget revision assignment was an indication that this part of the solution strategy was working.

- The solution strategy was also monitored through personal and telephone communications with staff members. Staff questions, concerns and statements served as an indicator of problems as well as successes in the solution strategy.
- Written questionnaires (see Appendix J for complete questionnaire) designed to solicit suggestions for improving the workshops were distributed immediately following each. Questionnaires required comments regarding what the individual liked about and gained from the workshop and provided an opportunity for the staff member to ask questions which went unanswered during the workshop. This information enabled me to monitor my technique for presenting future workshops and to determine which concepts needed to be retaught, extended, or further modeled.
- I monitored staff development with regard to knowledge of developmentally appropriate practices and programming by giving a mid-course test (see Appendix E for complete test). By the fifth week into the implementation phase, I expected to see a 5% increase, at least, in scores as compared to pretest scores administered during week one of the implementation period. An increase of at least 5% indicated that the solution strategy was heading in the right direction.
- I also monitored, on a weekly basis, staffing patterns, curriculum development and teacher-child interaction by using the Characteristics of a Developmentally Based Early Childhood Program (Feinburg & Mindess,

1994, p. 363 - 383) checklist (see Appendix G for partial checklist). A progressively accelerated score of approximately 2% each week was expected and served as an indicator that the solution strategy was effective.

- Monitoring, through observation, that workshops were held on times and dates scheduled; pertained to predetermined topics; and complied with goals for attendance as indicated by head count, sign-in sheet and minutes of each workshop also occurred and indicated success, in part, of the solution strategy.
- Notation of physical evidence that child observations had been conducted, recorded and used in developing lesson plans was made bi-weekly beginning in week five of the implementation period. This served as yet another solution strategy monitoring device for success.
- I monitored to see and observed that adequate lesson planning and preparation time were scheduled, used and maintained in order to ensure that the implementation of developmentally appropriate practices and programming could in fact, occur.
- I monitored for and observed slight progress of preselected children as noted on a developmental checklist (Mallory, 1983) (see Appendix K for partial checklist) at week five of the implementation period when compared to each child's standing noted during week one of the implementation period on that same checklist. This served as an indicator as to whether or not the solution strategy was effective or possibly in need of modification. Additionally, marked progress at the end of the 10-week implementation period was expected and observed.

- The practicum student's log (see Appendix H for sample excerpt from log) was monitored for and observed to include evidence of at least two visits per week (each being at least 2 hours in duration) and evidence that complete and accurate information was logged with regard to instances of modeling and suggestions and criticisms (on-site feedback) that were made.

The selected instruments and techniques which were utilized to measure the actual outcomes were chosen for both their diversity as well as their effectiveness. All selected instruments have good reliability and validity and are sensitive to changes that could occur as a result of my intervention. Cocoran and Fischer (1987), as cited by Royse (1993) stated

> ...that an instrument should have a practical value (if it does not reflect the client's problems then there is no need to use the instrument); the instrument should also be acceptable in terms of length, sophistication, cost, and ease in scoring and interpretation. The instrument should not be offensive to the client, and ideally it should be relatively nonreactive. (That is, measuring the behavior should not bring about its change.) Finally, the instrument should have appropriateness- it should provide useful information about progress, while not being a burden upon clients or the staff. The ideal instrument will not have complex instructions (making it easy to administer and to take) and will not require much time to complete or to be scored. (p. 133)

Evaluated against this statement, the instruments I had selected are good ones.

The literature is replete with problem solving efforts which discuss characteristics of and techniques in creating a developmentally appropriate program for young children. If one word could describe the teacher and his or her role in the important endeavor of creating a developmentally appropriate program, it would be "facilitator". Bredekamp (1987) stated

> How young children learn should determine how teachers of young children teach. The word *teach* tends to imply *telling* or *giving information*. But the correct way to teach young children is not to lecture or verbally instruct them. Teachers of young children are more like guides or facilitators (Forman & Kuschner, 1983; Lay-Dopyera & Dopyera, 1986; Piaget, 1972). They prepare the environment so that it provides stimulating, challenging materials and activities for children. Then, teachers closely observe to see what children understand and pose additional challenges to push their thinking further. (p. 52)

Teaching the caregivers of this agency to become proactive, as well as responsive, facilitators who work in a manner that further transforms their program into one which is considered developmentally appropriate was the primary goal of this project and one which is deemed paramount by the literature.

CHAPTER VI. CONCLUSION - IMPLICATIONS AND RECOMMENDATIONS

The interventions utilized in this project and described earlier in this report were successful towards the expressed purpose of ameliorating, or decreasing, the use of practices which were developmentally inappropriate in this day care facility. The practicum student made at least two visits, each being at least two hours in duration, each week. During that time, the student modeled developmentally appropriate practices, provided constructive criticism, noted the use of developmentally appropriate practices, provided workshops, and kept a log describing each component in detail. Also, a training schedule, to include five workshops, was designed, implemented and attended by 83 - 100% of the staff; three drafts regarding budget revision were completed; the indicated degree of knowledge each staff member possessed with regard to developmentally appropriate practices increased by a noted rate of 30% when post-intervention scores were compared to pre-intervention scores; and the degree in which the agency and it's staff members adhered to developmentally appropriate practices went from a pre-intervention rate of 52% to a post-intervention rate of 88%.

Outcomes of this project suggest a number of implications for this and other child care agency's programs, staff, procedures, environment and curriculum. The theory that proper training, modeling, and adjustment and implementation of policies and procedures which are geared toward developmentally appropriate practices can increase the likelihood that a

child care agency will meet the needs of the individual child enrolled in its program was evidenced in this project through its outcomes.

Perhaps the most important implication of this project is the impact that a developmentally appropriate program (the result of this project) has on the children it serves. Bredekamp, (1987) stated

> The degree to which both teaching strategies and the curriculum are developmentally appropriate is a major determinant of program quality. Developmentally appropriate programs are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual child enrolled. (p. 53)

The most important lesson one can take from this project is that with appropriate training, commitment, and resources a child care agency can be transformed from one which merely monitors or baby-sits children to one that recognizes the child as an individual. The staff members of such an agency serve as appropriate facilitators to the child's learning by providing a program which considers developmentally appropriate practices in every facet of its existence.

An additional positive outcome from this project is noted through the considerable progress evidenced by a comparison of the assessment scores (taken during week one as compared to those taken during week 10 of the implementation period) of three individual children. The increase in these scores indicate that the developmentally appropriate curriculum is an

integral, if not *the*, factor in improving the socio-emotional, physical, and cognitive developmental levels of young children.

The implications of this project and its findings as they relate to other professionals and agencies in this type of work setting are vast. As indicated throughout the literature, a program which is developmentally appropriate recognizes and is built on several theories of how children learn best. Bredekamp and Rosegrant, (1992) said "The nature of learning should inform the practice of teaching" p. 14. By providing children with a program that is developmentally appropriate we construct an environment, provide activities, and follow procedures which are based on the following premises:

.Children learn best when their physical needs are met and they feel psychologically safe and secure.

.Children construct knowledge.

.Children learn through social interaction with adults and other children.

.Children's learning reflects a recurring cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization.

.Children learn through play.

.Children's interests and "need to know" motivate learning.

.Human development and learning are characterized by individual variation (Bredekamp & Rosegrant, 1992, pp. 14 - 17).

Professionals and other agencies in this field who implement a complete program which is developmentally appropriate will find that its implications,

with regard to the growth of children, are insurmountable. Feinburg & Mindess (1994) stated

> The developmental model in its best form is the optimal model for helping children deal with the wide range of issues prevalent in society. The model-with its emphasis on problem solving, adjusting to the needs of the children and the situation, and continuous modification-is of critical value in programs for today's children (p. 31).

Recommendations to others who are considering duplicating this project, or one similar to it, in the future are numerous. Important aspects of the practicum activities which should be shared with others who are addressing problems similar to the practicum problem include the following in order to ensure success:

1. It is imperative to have the complete support of all individuals who will need to be involved in the project. They will need to know what developmentally appropriate practices are and why they are important to implement in the child care setting. They will need to be individuals who consider the welfare of children first and are willing to work hard at providing an appropriate environment for them. It is important to include the parents in this part of the project.

2. A means for obtaining an appropriate facility, with concern to issues of both size and safety, is necessary.

3. The ability to provide or purchase materials and equipment which are developmentally appropriate is essential.

4. The ability to provide an informative, in depth and accurate training program to include workshops regarding child development, developmentally appropriate practices, curriculum and lesson planning, the importance of play and the caregivers role as its facilitator, and appropriate assessment and successful integration of those results into the daily curriculum is paramount. Procedures regarding these topics must be implemented by all staff members. Additionally, consistent training must follow the intervention period, be on-going and attendance should be mandatory. The trainer must take into account the varied learning styles of the trainees and be prepared to provide retraining in specific areas if necessary.

5. Staff must be provided paid time, while not responsible for the children, to attend training sessions, prepare lessons, make and record observations of and set goals for the children, conduct assessments, arrange the environment and prepare the activities for each day.

6. The individual heading the project must support those involved in the endeavor. This individual must provide supervision; coaching; instruction; and immediate, accurate and direct feedback. He or she must model appropriate practices them self and his or her expectations must be both high and fair.

This list addresses all of the interrelated factors (as described earlier in this paper) which contributed to the perpetual use of practices that were developmentally inappropriate in the practicum project setting prior to implementation. While not all of these factors will present themselves as stumbling blocks to a developmentally appropriate program in every center,

they are those that if left unaddressed will interfere with reaching that goal. Additionally, helpful tools for assessing one's success in meeting the goal of providing a developmentally appropriate program and the effects it has had on the agency as a whole include:

1. Continuously distribute and collect staff member and parent questionnaires regarding their impressions, thoughts, comments, and suggestions pertaining to the developmentally appropriate practices project.

2. Administer pretests and posttests to staff members.

3. Assess the children through observation as well as formal assessment tools.

4. Keep a detailed log regarding all major components of the project. Use the results indicated by the above in order to modify and better your program.

This project proved to be both functional as well as valuable to the agency in which it was implemented. It was well received by all staff members, including the owner/director. Following the implementation period, discussion with the staff indicated a strong desire to continue providing a program which observes developmentally appropriate practices. The owner/director has made a commitment to continue to provide the necessary essentials and support in order to proceed at the same level of outcome. Staff members will receive monthly training (or more frequently if deemed necessary) in developmentally appropriate practices. As an outside consultant to this agency, this writer has made the commitment to be available to the agency, at least quarterly, in order to

provide training in developmentally appropriate practices. Employees were also informed that the writer would be available by telephone at any time and they were to feel free to make that contact.

The information provided in this paper could prove valuable in other agencies which are similar to the practicum project agency. This training program can be easily implemented with the assistance of an experienced outside consultant. It is also possible for the model training program to be implemented in a shorter period of time than that outlined for this project. This writer is aware of at least three other agencies in the area who have expressed concern that their own programs are not as developmentally appropriate as they could be. Since specific training and procedures outlined in this paper would lend themselves well to and could be implemented in these and other agencies, they will be offered by this student in the capacity of consultant.

Additionally, the writer is aware of a program offered through the United States Air Force entitled "Parent University". The student has in the past served as a facilitator for this program by disseminating information regarding quality day care programs; to include the topic of developmentally appropriate practices. The student will continue to participate as an active member of this program.

As a teacher, this student has had and continues to have opportunity to promote the use of developmentally appropriate practices in settings that revolve around children. As a teacher of Child Development courses for a community college I was able to teach those who would be teachers in the future about developmentally appropriate practices. It was my impression

that my students were open minded and receptive to the idea of such a program. Disseminating the information was simple and usually went smoothly. However, as a special education elementary school teacher I find it not to be quite as easy to get my points and thoughts regarding developmentally appropriate practices across to my colleagues. They have been taught, and are comfortable in, the methods they use to teach children and are consequently not as receptive to implementing such a program as are the students I've worked with at the community college. This writers plan for the future is to take on greater responsibility for demonstrating, through my own special education program, that a developmentally appropriate curriculum and environment can not only be a viable alternative to teacher-directed instruction, but is one which is sure to produce success.

In an attempt to go beyond the scope of the local area, the practicum student will actively pursue the possibility for presentation of this material at both regional and national conferences, such as the California AEYC and the NAEYC 1996 Annual Conference.

A single statement quoted earlier in this paper appears to be the strand which was woven throughout the intervention phase. The strand, when tightly knit, describes the procedure for implementing a developmentally appropriate program. That statement, made by Eliason & Jenkins (1994) bears repeating:

> Developmentally appropriate teaching means that we approach children from where they are and not from where we think they ought to be (Weikart, 1986). Teachers must understand the

> developmental needs and characteristics of each age group as well as each individual child. Learning activities and goals must match children's development and provide adequate time for exploring during the various stages of learning. (p. 17)

The practicum project agency has evolved into one that observes the above stated practices as a direct result of the intervention phase of this project. Studies have shown, and the literature supports, the notion that the implementation of practices which are developmentally appropriate in a child care setting is paramount to the successful socio-emotional, physical, and cognitive development of the young children it serves.

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Appendix A:

Calendar Plan for Implementation Activities

CALENDAR PLAN FOR IMPLEMENTATION ACTIVITIES-

Week 1 ***

Monday-

1. Instructions for the practicum student developed pretest which measures knowledge of developmentally appropriate practices was given to staff members. The test was administered. All pretests were collected and tallied by practicum student.

2. A letter (see Appendix L for complete letter) was given to all parents of the center telling who the practicum student is and what she would be doing at the center.

Tuesday-

1. Instructions for the pretest entitled Characteristics of a Developmentally Based Early Childhood Program (Feinburg & Mindess, 1994, p. 363 - 382), which measures the degree to which the overall program is developmentally appropriate, was given to staff members. The self assessment/test was administered. All pretests were collected and tallied by student.

2. The parent questionnaire (Department of Defense, 1992) (see Appendix M for partial questionnaire) regarding developmentally appropriate practices was sent home to all parents.

Wednesday-

1. Practicum student collected developmentally appropriate practices questionnaire from parents.

2. Obtained permission (see Appendix N for sample permission form) from three parents to use a developmental checklist on their child.

3. Rated the three selected children on the appropriate developmental checklist.

4. Met with the owner/director to discuss budget revision plans.

5. Training plan developed jointly by the owner/director and practicum student was due today.

6. Practicum student planned workshop (see Appendix O for complete workshop plan) for next Tuesday.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time was given and that those blocks of time were being used appropriately.

2. The practicum student sent information regarding developmentally appropriate practices home to the parents.

Week 2 ***

Monday-

1. Instructions for the training pretest entitled Child Development were given to staff members. The test was administered. All pretests were collected and tallied by practicum student.

Tuesday-

1. Practicum student conducted training/workshop entitled Child Development from 7:00 - 9:00 PM in the center.

2. Practicum Student provided instructions for Child Development posttest and administered it.

3. Child Development posttest was collected and tallied by the practicum student.

4. A head count was conducted and a sign-in sheet was passed around by the practicum student for purposes of monitoring attendance.

5. Practicum student provided her home telephone number so that staff could call to ask questions while she was out of the center.

Wednesday-

1. Questionnaires regarding the Child Development workshop were distributed to and collected from each staff member by the practicum student.

2. Practicum student reviewed and evaluated all questionnaires.

3. Practicum student reviewed minutes from workshop to ensure all training goals were addressed.

4. Practicum student met with owner/director to discuss budget revision plans and progress.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

Week 3 ***

Wednesday-

1. Practicum student planned workshop for next Tuesday.

2. Practicum student met with owner/director to discuss budget revision plans and progress.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

2. The practicum student sent information regarding developmentally appropriate practices home with the parents.

Week 4 ***

Monday-

1. Instructions for the training pretest entitled Developmentally Appropriate Practices were given to staff members. The test was administered. All pretests were collected and tallied by practicum student.

Tuesday-

1. Practicum student conducted training/workshop entitled Developmentally Appropriate Practices from 7:00 - 9:00 PM in the center.

2. Practicum student provided instructions for Developmentally Appropriate Practices posttest and administered it.

3. Developmentally Appropriate Practices posttest was collected and tallied by the practicum student.

4. A head count was conducted and sign-in sheet was passed around by the practicum student for purposes of monitoring attendance.

Wednesday-

1. Questionnaires regarding the Developmentally Appropriate Practices workshop were distributed to and collected from each staff member by the practicum student.

2. Practicum student reviewed and evaluated all questionnaires.

3. Practicum student reviewed minutes from workshop to ensure all training goals were addressed.

4. Practicum student met with owner/director to discuss budget revision plans and progress.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

Week 5 ***

Wednesday-

1. The practicum student planned workshop for next Tuesday.

2. The practicum student met with the owner/director to discuss budget revision plans and progress.

Thursday

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

g.-Student checked to see that child observations were being recorded and that they were being used in planning.

2. The practicum student sent information regarding developmentally appropriate practices home with the parents.

Friday-

1. The practicum student collected the revised budget, which plans for a 5% profit, from the owner/director.

2. The practicum student gave instructions for the "mid-course check" test which measures staffs knowledge of developmentally appropriate practices. The test was administered and evaluated by the student for a noted increase of 5% in scores as compared to the pretest given in week one of the implementation period

3. Practicum student instructed specific staff members to do a "mid-course check" for slight progress for the three preselected children on the developmental checklist as compared to the results noted on the screening which took place during week one of the implementation period.

Week 6 ***

Monday-

1. Instructions for the training pretest entitled Appropriate Assessment and Integration of Assessment Results into the Curriculum were given to staff members. The test was administered. All pretests were collected and tallied by practicum student.

Tuesday-

1. Practicum student conducted training/workshop on Appropriate Assessment and Integration of Assessment Results into the Curriculum from 7:00 - 9:00 PM in the center.

2. Practicum student provided instructions for Appropriate Assessment and Integration of Assessment Results into the Curriculum posttest and administered it.

3. Posttests were collected and tallied by the practicum student.

4. A head count was conducted and a sign-in sheet was passed around by the practicum student for purposes of monitoring attendance.

Wednesday-

1. Questionnaires regarding the Appropriate Assessment and Integration of Assessment Results into the Curriculum workshop were distributed to and collected from each staff member by the practicum student.

2. Practicum student reviewed and evaluated all questionnaires.

3. Practicum student reviewed minutes from workshop to ensure all training goals were addressed.

4. Practicum student met with owner/director to discuss budget revision plans and progress.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

Week 7 ***

Wednesday-

1. The practicum student planned workshop for next Tuesday.

2. The practicum student met with the owner/director to discuss budget revision plans and progress.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

g.-Student checked to see that child observations were being recorded and that they were being used in planning.

2. The practicum student sent information regarding developmentally appropriate practices home with the parents.

Friday-

1. Practicum student collected the outline from the owner/director which illustrates at least 10 suggestions regarding how the planned 5% profit should be spent in order to adhere to developmentally appropriate practices within the setting.

Week 8 ***

Monday-

1. Instructions for the training pretest entitled The Importance of Play and the Caregivers Role as its Facilitator were given to staff members. The test was administered. All pretests were collected and tallied by practicum student.

Tuesday-

1. Practicum student conducted training/workshop entitled The Importance of Play and the Caregivers Role as its Facilitator from 7:00 - 9:00 PM in the center.

2. Practicum student provided instructions for the posttest.

3. The posttest was administered, collected and tallied by the student.

4. A head count was conducted and a sign-in sheet was passed around by the practicum student for purposes of monitoring attendance.

Wednesday-

1. Questionnaires regarding The Importance of Play and the Caregivers Role as its Facilitator workshop were distributed to and collected from each staff member by the practicum student.

2. Practicum student reviewed and evaluated all questionnaires.

3. Practicum student reviewed minutes from workshop to ensure all training goals were addressed.

4. Practicum student met with owner/director to discuss budget revision plans and progress.

Thursday

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

Week 9 ***

Wednesday-

1. Practicum student planned workshop for next Tuesday.

2. The practicum student met with the owner/director to discuss budget revision plans and progress.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

g.-Student checked to see that child observations were being recorded and that they were being used in planning.

2. The practicum student sent information regarding developmentally appropriate practices home with the parents.

Friday-

1. Practicum student sent home a questionnaire regarding developmentally appropriate practices (the same questionnaire given out during week one of the implementation period) to the parents.

Week 10 ***

Monday-

1. Instructions for the training pretest entitled Curriculum and Lesson Planning were given to staff members. The test was administered. All pretests were collected and tallied by practicum student.

2. The practicum student collected, tallied and evaluated the questionnaires sent home with parents last Friday.

Tuesday-

1. Practicum student conducted training/workshop entitled Curriculum and Lesson Planning from 7:00 - 9:00 PM in the center.

2. Practicum student provided instructions for Curriculum and Lesson Planning posttest and administered it.

3. Curriculum and Lesson Planning posttest was collected and tallied by the practicum student.

4. A head count was conducted and a sign-in sheet was passed around by the practicum student for purposes of monitoring attendance.

5. The practicum student instructed specific staff members to do a posttest for marked progress for the three preselected children on the developmental checklist as compared to the scores made on the screenings completed during week one of the implementation period.

Wednesday-

1. Instructions for the posttest which measures the degree to which the overall program is developmentally appropriate were given to staff members. The test was administered. All posttests were collected and

tallied by the student. Practicum student evaluated the progress by comparing the scores made on both the pretests and posttests.

2. Questionnaires regarding the Curriculum and Lesson Planning workshop were distributed to and collect from each staff member by the practicum student.

3. Practicum student reviewed and evaluated all questionnaires.

4. Practicum student reviewed minutes from workshop to ensure all training goals were addressed.

5. Practicum student met with the owner/director to discuss budget revision plans and progress.

Thursday-

1. Practicum student made a two hour visit to the center. The following took place:

a.-Student modeled developmentally appropriate practices.

b.-Student provided on-site feedback to staff members.

c.-Student noted observations on written log.

d.-Student used checklist to monitor staffing patterns, curriculum development and teacher-child interaction.

e.-Student checked schedule to see that adequate lesson planning and preparation time were given and that those blocks of time were being used appropriately.

f.-Student noted specifically observed scenarios in log.

2. Instructions for the practicum student developed posttest which measures knowledge of developmentally appropriate practices were given

to staff members. The test was administered. All pretests were collected and tallied by practicum student. The student evaluated the progress by comparing the scores made on both the pretests and posttests.

Friday-

1. The practicum student collected the five-year budget plan from the owner/director. The plan included strategies for increasing, by 3%, the dollar amount reinvested in order to better adhere to developmentally appropriate practices. Information regarding how the money will be used for long term purchases was also included.

Appendix B:

Budget Draft I (Week 5)

BUDGET DRAFT I (Week 5)

By the end of the fifth week in the implementation period the director had drafted a revised budget which planned for a 5% profit. Ideas included in that plan follow:

- Raise tuition by 3% annually.
- Enroll fewer babies and more preschoolers.
- Become more cognizant of expenses, i.e. electric and water, and ways to cut them.
- Director will consider taking a cut in salary.

Appendix C:

Budget Draft II (Week 7)

BUDGET DRAFT II (Week 7)

By the end of the seventh week in the implementation period, the director had drafted an appropriate outline regarding suggestions of how the planned 5% profit would be spent in order to adhere to practices which are developmentally appropriate according to the literature. Included in the outline were the following:

1. Money would be used to pay staff members for planning time while not responsible for caring for the children.
2. Money would be used for staff development workshops and conferences.
3. Money would be used to join professional groups which disburse current literature.
4. Money would be used to hire a trainer for the center.
5. Money would be used to invest in an on-site information library which would enable the center to keep resources on hand for caregivers.
6. Money would be used to purchase developmentally appropriate materials. Materials would include, but would not be limited to, simple, lightweight open-ended, easily washable toys such as containers, balls, pop-beads and nesting cups for the babies; push and pull toys for the toddlers; active play equipment for climbing and balancing for the preschoolers; and materials for hobby, art and science projects and for dramatics and cooking for the school aged children (NAEYC, 1991, p. 62).

Appendix D:

Budget Draft III (Week 10)

BUDGET DRAFT III (Week 10)

By the end of the tenth week of the implementation period, the director had drafted a five-year plan which included strategies for increasing, by at least 3% annually, the dollar amount to be reinvested. Her plan also outlined how that money will be used for long term purchases to meet developmentally appropriate requirements. The following is a partial list taken from her draft:

1. The director will implement several strategies listed in previous budget draft number one in order to increase, by at least 3%, the dollar amount reinvested annually.
2. Long term plans for utilization of the profit dollars include all items previously listed in budget draft number two.
3. A primary goal for utilization of profit dollars includes plans to restructure the playground area and replace inappropriate playground equipment.

Appendix E:

Testing Your Knowledge of Developmentally Appropriate Practices

(for the Caregiver)

Name _____ Date_____

TESTING YOUR KNOWLEDGE OF DEVELOPMENTALLY APPROPRIATE PRACTICES

Please indicate your response, by circling, "T" for true or "F" for false after each of the following statements. Note: Each statement must be entirely true in order to mark "T" as your response.
(4 pts. each)

1. Mixing infants with preschoolers is good practice because it helps to set high goals and standards for the younger children. T F

2. Adults should stand back and watch children play. They should never interfere with activities. Children are able to handle things on their own. T F

3. A toy chest is an essential item to have when teaching children how to clean up. T F

4. When a toddler bites, he should be bitten back in order to teach him a lesson. T F

5. It is important that the teacher select all classroom activities. Children get confused when given a choice. T F

6. A schedule should be made and followed to the letter as children need consistency. It is important to never deviate from that schedule. T F

7. It is important that you steer boys away from playing with dolls. Playing with cars and trucks are more appropriate activities for them. T F

8. Children sometimes enjoy hearing the same story over and over again. Your reading one book many times will assist them in their cognitive development. T F

9. A quality preschool is one which teaches children numbers and letters by verbally repeating them over and over until the child has committed them to memory. T F

10. To support the growth and development of language, the caregiver could have the child draw a picture and dictate a story about it. T F

11. A schedule should provide a balance (by alternating) of passive and active activities. T F

12. Children should be permitted to choose their own books to read, even if it does not fit into the theme for the week. T F

13. Manipulative toys are great for building both fine motor and cognitive skills in children. T F

Please indicate, in written form on attached piece of paper, a response to each of the following:
(9 pts. each)

1. Imagine you've prepared an art project for the children in your care. The whole group, with the exception of David, is interested and actively involved in the activity. David is found sitting in the block center building what he calls "a mini town". What do you do?

2. Little Chante draws a picture during art time. You are unable to readily distinguish what it represents. Write about the dialogue you might have with Chante regarding her picture.

3. List three activities which are developmentally appropriate for each of the following age groups.
Infant:
Toddler:
Preschool:
School Age:

4. List five materials and/or toys which would be developmentally appropriate for each of the following age groups.
Infant:
Toddler:
Preschool:
School Age:

5. List two activities, for any aged child, that would be useful in developing skills in each of the following domains.

Cognitive:
Socio-Emotional:
Physical:

FREE POINTS!! Three free points just for addressing the following:

1. Why do you think it is so important for you, as a caregiver, to have knowledge of child development?

Appendix F:

Training Schedule

TRAINING SCHEDULE

* Trainings will occur on alternate Tuesdays, during the hours of 7:00 to 9:00 PM, in the Child Development Center.

Topics:

* Week 2: Child Development,
* Week 4: Developmentally Appropriate Practices,
* Week 6: Appropriate Assessment and Integration of Assessment Results into the Curriculum,
* Week 8: The Importance of Play and the Caregivers Role as its Facilitator, and
* Week 10: Curriculum and Lesson Planning.

Appendix H:

Practicum Student's Log

13 July 1995 June 12th 2:15 PM June (Act. 4/5)

Scenario

When CAREGIVER E's class was getting ready to go outside to play, CHILD A, CHILD B, and CHILD C were in the bathroom playing in the sink. When CAREGIVER E went to get the 3, she said, "What are you guys doing in here? You guys know you're not allowed to play in the bathroom. CHILD B you're soaking wet; go change so we can go out to play. You guys get in line."

When CAREGIVER E went back to her class she was preoccupied with having the children arranged in a straight line. She singled out individual children by name, in order to correct their position.

In the meantime, CHILD B is sitting with her backpack crying. She is unable to change her shirt on her own & appears frustrated. CAREGIVER E instructs the class that they are missing their outside time because they are waiting for CHILD B. At that point, I went to assist CHILD B.

Constructive Criticism & Strategies Given:

While on the playground, I had an opportunity to talk to CAREGIVER E. We talked about how the situation might have been handled differently - in a more developmentally appropriate manner. First we discussed the situation in the bathroom. I noted that she was yelling and appeared frustrated, & told her that she would

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I got a little nervous from the children in the future if she looks in a calm voice and explained to them why playing in the bathroom sink was against the rules. I also CAREGIVER E that she needed to sit down to the kids level when speaking to them and that she could have redirected to them when and where they would be permitted to play in the water.

Also discussed with her fact that 3 year olds are typically unable to stand in a straight line for long periods of time. I mentioned that that expectation is developmentally inappropriate. I suggested sitting in a circle and playing some transition games while waiting. I also discussed the fact that she humiliated CHILD B in front of the entire class. I reminded CAREGIVER E of the emotional consequences that statements like hers could have on children. I also reminded her of my actions as I modeled developmentally appropriate practices while I dealt with CHILD B.

My Modeling:

When I went over to CHILD B, I got down on my knees, gently lifted her chin, and asked her in a soft voice why she was crying. When she told me, I asked her if she wanted help. She said "yes". As I escorted CHILD B, I asked, "How did your shirt get wet" She told me and I said, "Oh, it is against the rules to play in the bathroom sink

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because the teacher can't see you and can't protect you from getting hurt. Did you know that"? CHILD B shook her head, "NO". I then said, "If you want to play in the water, I can get you a smock and put up the water table outside. How would you like that"? CHILD B said, "Good". I responded with, "CHILD B, from now on, can you let your teacher know when you want to play in the water, so she can arrange it for you"? CHILD B said. "yes". By that time, we were finished Changing her shirt. I told her she could go join her class by the wall as they were ready to go outside

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Appendix I:

Pretest and Posttest for Child Development Training/Workshop

Name _____ Date_____

TEST ON CHILD DEVELOPMENT

Please respond, in written form on attached paper, to the following:
(15 pts. each)

1. Why is it so important that you, as a caregiver, have knowledge of child development?

2. Discuss how children develop cognitively.

3. Discuss how children develop socio-emotionally.

4. Discuss how children develop physically.

Please address the following completely.
(40 pts)

1. Discuss some of the things that we, as caregivers, must be cognizant of when attempting to meet the needs of:

infants
- a) cognitively
- b) socio-emotionally
- c) physically

toddlers
- a) cognitively
- b) socio-emotionally
- c) physically

preschoolers
- a) cognitively
- b) socio-emotionally
- c) physically

school age children
- a) cognitively
- b) socio-emotionally
- c) physically

Appendix J:

Questionnaire Regarding Most Recent Workshop

QUESTIONNAIRE REGARDING MOST RECENT WORKSHOP

Name_____ Date_____

Name of Workshop_____

Please answer the following in detail.

1. What did you like about the workshop?

2. What did you gain from the workshop?

3. What improvements could be made in the presentation of this workshop or others like it, which are planned for the future?

4. Do you have questions that went unanswered in the workshop? If so, please indicate here.

Appendix K:

Developmental Assessment Form

Signposts-

6 to 12 Months

(√) In developing the use of his muscles, his eyes and ears, MY CHILD

___ Bounces when held in a standing position
___ Sits unsupported
___ Pulls pegs from pegboard
___ Pulls up to standing position
___ Rolls ball while sitting
___ Crawls rapidly, climbs on stairs
___ Stands by himself
___ Moves hand to follow eye focus
___ Picks up small objects with thumb and finger
___ Puts a few blocks in a cup
___ Bangs 2 cubes in front of him
___ Looks at pictures in books
___ Drops small objects into containers
___ Responds to voice tones and inflections in others
___ Recognizes familiar words and responds accordingly
___ Shakes bell in imitation of adult
___ Stops activity when he hears "No-no"
___ Shows interest in certain words and gestures

(√) In learning to communicate and in developing thinking skills, MY CHILD

___ Imitates speech sounds
___ Babbles rhythmically
___ Combines 2 syllables—"da-da"
___ Imitates sounds of dog, clock, cow, etc.
___ Expresses first real words other than "Mama", "Da-da"
___ Attracts attention by making noises
___ Imitates clapping hands
___ Waves "Bye-Bye"
___ Follows simple directions
___ Understands "No"
___ Shakes head to indicate "No"
___ Pulls string to obtain a toy
___ Finds block hidden under cup
___ Knows meaning of "Da-da", "Mama"
___ Removes cube from cup when shown
___ Squeezes toy to make it squeak
___ Looks to find toys which have gone out of sight

(√) In developing self awareness, self care and relationships with others, MY CHILD

___ Seeks or demands attention
___ Pushes away another's hands to keep a toy
___ Holds arms in front of face to avoid being washed
___ Holds arms out to be picked up
___ Sucks soft foods from spoon
___ Holds, bites, chews cracker or biscuit
___ Finger feeds self in part
___ Drinks from cup with help
___ Controls drooling
___ Fusses to be changed after bowel movement
___ Responds to others' gestures
___ Plays and enjoys "Patty Cake"
___ Repeats performance when laughed at
___ Encourages an audience
___ Cooperates in dressing by holding arms out

Dear Parents,

Hello. My name is Renee Lange. I am a student working on my Master's Degree in Child Care Administration through Nova Southeastern University. As part of my degree requirements I must complete a ten-week practicum project implementation period in a child care setting. The project I have selected is entitled The Design and Implementation of a Developmentally Appropriate Training Model in a Day Care Facility. Your director and her staff have been kind enough to allow me to implement my proposal in this center.

What is a developmentally appropriate training model? It is a model which, when used successfully, trains those individuals who work with young children how to plan activities, select materials, and prepare the environment so that it is most appropriate for the **individual** child. This approach considers the individual child's interests and ability level rather than his/her age. In implementing this model, our goal is to train caregivers to help children become independent, interested and motivated learners through play activities. Caregivers will serve as facilitators in teaching children **how** to learn by allowing them to work at their own pace and in the ways that are best for them. Studies have shown that children learn best when using this approach in the confines of the developmentally appropriate model.

My goal is to provide a training program for the implementation of a developmentally appropriate model that will ultimately be used as practice within this center. This model will enable the staff members of CENTER to provide activities, materials and an environment which are developmentally appropriate for **each** of your children.

During the next ten weeks you will be seeing a lot of me. I will be making observations, modeling and asking many questions. If you have some time to participate in the implementation of this model, please let me know. Your help will be greatly appreciated. I look forward to working with you and your family.

Sincerely,

Renee Lange

Renee Lange

Appendix M:

Parent Questionnaire Regarding Developmentally Appropriate Practices

(for Parents)

PARENT QUESTIONNAIRE

Name_____
Date_____

Age of child:_____
Sex of Child: _____M _____F

Are You The Child's: (Check as applicable)
_____Mother
_____Father
_____Grandfather
_____Grandmother
_____Male Guardian
_____Female Guardian

Please read each of the following statements about young children. Then, check the box that most closely describes your opinion about that statement.

STATEMENT	Strongly Agree	Somewhat	Not Sure	Disagree Somewhat	Strongly Disagree
1. When a toddler says "no" all the time, he is just being stubborn.					
2. Children learn by using all of their senses (sight, hearing, taste, touch, smell).					
3. When children misbehave, they need to be punished.					
4. Art is fun, but children don't learn very much from it.					
5. Every preschooler should be able to recite the alphabet before going to elementary school.					
6. Children as young as three can group objects by shape, color, and size.					
7. Well-adjusted children don't have imaginary playmates.					

Appendix N:

Assessment Permission Form

Assessment Permission Form

I _____ give permission to Renee Lange and CENTER staff members to conduct a series of developmental assessments on my child _____. I understand the assessments will be conducted as part of the implementation phase required of Renee Lange in order to satisfy, in part, requirements for a Master's Degree through Nova Southeastern University. I understand that the results of the assessment will be used only to measure the success of the implementation program and will be held as confidential from those not employed by the CENTER Day Care organization.

_____ _____

Parent Signature Date

Appendix O:

Outline Used for Child Development Training/Workshop

Outline for Training/Workshop Entitled Child Development

1. Why is knowledge of child development so important?
   -tells us how children as a group grow and learn
   -kids pass through distinct stages of development
      -Piaget
      -Erikson
   -knowing the stages helps us to anticipate what kids are likely to be doing and/or dealing with
   -stages serve as a guide for us in providing learning experiences
   -helps us understand the uniqueness of human development
      -individual time schedule for each child

2. How kids develop cognitively
   -learn by doing, active involvement with environment
   -learn by observing as they interact
   -learn simple concepts and use them to understand more complex ideas
   -Piaget and his stages (describe each and give examples)
      -sensorimotor
      -preoperational
      -concrete operations
      -formal operations

3. How kids develop socio-emotionally
   - play with others, sharing, cooperation
   -take pride in accomplishments, develop sense of competence
   -test boundaries, learn which behaviors are acceptable and which are not
   -Erikson (describe the following stages and give examples)
      -trust vs. mistrust
      -autonomy vs. shame and doubt
      -initiative vs. guilt

4. How kids develop physically
   -need little guidance form us; is, to a large extent, biologically determined
   -we can help by providing appropriate experiences
      -allowing child to develop to full potential
      -provide well balanced meals and snacks, a safe environment, practice and encouragement in physical activities
   -through physical development, kids get a sense of what their

bodies can and cannot do

5. When attempting to meet the needs of infants; cognitively, socio-emotionally, and physically; we must be cognizant of the following:
   -cognitively:
      -infants learn about the world through their senses
      -infants are interested in new experiences
      -infants experiment with objects and sounds
      -infants enjoy discovering what effect their actions have
      -infants communicate with others through actions and by making sounds
   -socio-emotionally:
      -infants depend on adults to meet their basic needs
      -infants are born with individual and unique personalities
      -infants develop attachments to their primary caregivers
   -physically:
      -infants explore their environment by creeping, crawling, and pulling themselves up
      -infants practice and repeat new skills such as grasping, touching, hitting, rolling, and creeping.

6. When attempting to meet the needs of toddlers; cognitively, socio-emotionally, and physically; we must be cognizant of the following:
   -cognitively:
      -toddlers like to use new skills by practicing them over and over
      -toddlers learn to use language to express feelings and ideas
      -toddlers get excited about new things
      -toddlers quickly turn from one activity to another
   -socio-emotionally:
      -toddlers attempt to establish their independence by trying to do things for themselves
      -toddlers have strong attachments to family members and caregivers
      -toddlers enjoy being with other children but are not always able to play with others cooperatively
   -physically:
      -toddlers are very active and want to explore everything
      -toddlers climb, jump, and run with increasing skill
      -toddlers are developing increasing skills in eye-hand

coordination and use of small muscles

7. When attempting to meet the needs of preschoolers; cognitively, socio-emotionally, and physically; we must be cognizant of the following:
   -cognitively:
      -preschoolers love to talk, ask questions, and share what they know
      -preschoolers are curious about how things work and why
      -preschoolers take pride in mastering and completing tasks
   -socio-emotionally:
      -preschoolers play cooperatively with other children
      -preschoolers enjoy role playing and make-believe play
      -preschoolers are aware of how others respond to them and use these experiences to develop their own self-concept
   -physically:
      -preschoolers test the limits of what their bodies can do
      -preschoolers make judgments about their own abilities
      -preschoolers develop increasing control over the small muscles in their hands

8. When attempting to meet the needs of school age children; cognitively, socio-emotionally, and physically; we must be cognizant of the following:
   -cognitively:
      -school age children enjoy working on projects and like to produce finished products
      -school age children can follow directions and think abstractly
      -school age children enjoy games with rules and playing cooperatively
   -socio-emotionally:
      -school age children are eager to be independent of adults
      -school age children act self assured but still have lots of doubts about themselves
      -school age children display strong likes and opinions
   -physically:
      -school age children are interested in developing special skills and abilities
      -school age children are concerned about health issues and how their bodies are developing
      -school age children compare themselves and their abilities to others (Trister-Dodge, Colker, & Gosselin-Koralek, 1990)